

Name	Jo Anne Wilson
School	Dalton School
Course	Education 550
Lesson	Exposure to the Latin America Cross All-Curriculum Base

**Humanities Lesson Plan
Visual and Performing Arts**

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context

Latin America

Historical Context

Prehistorically historical origin brought by the Portuguese

Interrelationship of Arts

Art, Music, Dance

Cross Cultural Relationship

Latin America culture/American

Content Knowledge:

1. Recognize key differences in art works from two different time periods or cultures.
2. Identify the purpose of a work of the art that was created in the past.
3. Describe the role visual arts play in today's society.

Explain the objective(s) of this lesson:

1. Recognize similarities and differences between families in Mexico and families in the United States.
2. Recognize in Mexico extended families often live under the same roof, and that they are very close.
3. Recognize that holidays are very important in Mexico and that they are a time to share with families and friends.
4. Recognize similarities and differences between holiday celebrations in Mexico and the United States.

Describe the activity that will help students fulfill the lesson objective(s):

1. History of the Day of the Dead and Cinco de Mayo using visual pictures, and examples of both holidays. Make an altar for Day of the Dead.
2. How to make a Mexican paper flower. Give students information about the use of marigold flowers (Cempasuchitl) and use these to be included on the altar.
3. Include American and Mexican family pictures on the altar.

Suggested Materials

History of the Day of the Dead, piece of cutout paper (thin colored paper with a design cut-out) like a tablecloth on a big table
Photos of American and Mexican families
Colored tissue paper
Pipe cleaners
Scissors
Ruler
Marker
Perfume

Student/teacher preparation required

1 hour

Length of lesson

45 minutes

Assessment used to measure objective(s)

Finished product of the altar using pictures of families, cut-out table cloth, and Mexican paper flowers.
Flowers for the girls hair for the Cinco de Mayo celebration.

Ideas for coordinating with other subject areas

History of the maracas importance to Cinco de Mayo.
Music that is used in Cinco de Mayo celebrations.
Math patterns will be used for the altar and paper flowers.
Language arts will incorporate stories of the family pictures.

Name	Jo Anne Wilson
School	Dalton School
Course	Education 550
Lesson	Festival Masks and Different Kinds of Mexican Art

Humanities Lesson Plan Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:

Reasoned Argument/Informed judgment (analysis of the arts)

Analyzing works of Art of Frieda Kahlo (Self-Portrait with Monkey), Cabrera (Girl With Apple), Izquierdo (Still Life With Red Snappers), Ledesma (Industrial Landscape), Rivera (Retrato de Ignacio Sanchez).

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Discuss how symbols create meaning in Art and discuss how symbols create meaning in Art and discuss how art works can elicit different responses. Examine the visual arts as a form of communication. With completion of mask-making the students will create a dance using the masks they made.

Ethical Issue (legal, moral implications of the arts)

Use dialogue and informed judgments on artwork that has been viewed.

Content Knowledge:

1. Use arts vocabulary to experience and discuss a variety of artworks.
2. Discuss how art works can elicit different responses.
3. Recognize differences between art materials, techniques, and processes.
4. Evaluates one's own work and works of others.

Explain the objective(s) of this lesson:

1. Review works of art of Frieda Kahlo Rivera, Cabrera, Izquierdo, and Ledesma.
2. Create a festival mask.
3. Use the mask and create a dance.

Describe the activity that will help students fulfill the lesson objective(s):
Creating festival masks using history, art, music, fine motor and vocabulary. Review and observe different artworks of Frieda Kahlo Rivera, Cabrera, Izquierdo, and Ledesma. Show patterns, designs, contrasting colors and painting, drawing, and sculpture techniques to make a mask. Look at pictures of videos of dances using masks.

Suggested Materials
Books of different artist of Mexico (Kahlo and Rivera). Cardboard, paint, pencil, scissors, and papier-mache materials. Arts and craft materials such as feathers, beads, yarn and sequins. Video of Mexican dances
Student/teacher preparation required
Review Mexican artwork Gather supplies (cardboard, papier-mache, craft materials, paint). Review videos of Mexican dances
Length of lesson
2 hours
Assessment used to measure objective(s)
Creation of the mask. Responses to artwork. Performance of dance.
Ideas for coordinating with other subject areas
History, Art Music, Physical Education, Language, Math

Name	Jo Anne Wilson
School	Dalton School
Course	Education 550
Lesson	Maracas and Myths and Stories

Humanities Lesson Plan Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression
 Understand concepts essential to visual and performing arts.
 Communicate in the visual and performing arts through application of artistic concepts, knowledge and skills.
 Communicate in the visual and performing arts through creative expression.

Content Knowledge:

1. Acquire and develop skills necessary for understanding and applying arts, techniques and processes.
2. Develop and use an arts vocabulary.
3. Name and use different art materials.
4. Show respect for personal work and works of others.
5. Create a work of art using personal experience and skills.
6. Experiment with different processes in visual arts.
7. Read and perform meter, rhythm, and pitch using maracas.
8. Identify and perform simple songs from Mexican culture.
9. Illustrate group singing and instrumental skills in response to conductor cues.

Target Area:

Interpret/perform work

Creating a maraca using a variety of materials, use myths and stories in the story of La Llorona

Use Maracas with LaLlorona story and use maracas for music activities.

History of maracas.

Create work of art

Creating maracas using a variety of materials. Create musical accompaniment to the story. La Llorona.

Demonstrate behavior

Show a completed maraca.

Demonstrate musical accompaniment using maracas.

Demonstrate musical and dance accompaniment using maracas.

Demonstrate knowledge of the history of maracas.

Explain the objective(s) of this lesson:

1. Make a Mexican maraca using a variety of materials.
2. Give background information on maracas as a Mexican percussion instrument.
3. Make music shaking maracas to a rhythm pattern.
4. Use historical information using maracas in the Cinco de Mayo celebration.
5. Use math skills such as fractions and percentages in maraca making.
6. Use reading and writing to listen to myths and stories and Maraca poetry.

Describe the activity that will help students fulfill the lesson objective(s):

Create a maraca using a variety of materials such as paper plates, light bulbs, and balloons.

Using design and painting methods to decorate the maracas.

Discuss the history of maracas and provide background information for the students.

Use history of percussion instruments in general and show the correct way to shake maracas.

Listen to stories of myths and Mexican heritage.

Suggested Materials

Balloons, light bulbs, paper plates, papier mache, dried beans, cooked rice, cardboard tubes, stickers, paint, markers, construction paper, yarn and beads.

Story of La Llorona

Mexican mariachi music

Student/teacher preparation required

<p>Gathering materials for maracas</p> <p>Practicing using maracas to the story of La Llorona.</p> <p>Listening to different kinds of Mexican mariachi music.</p> <p>Researching the history of maracas.</p>
<p>Length of lesson</p> <p>90 minutes Art</p> <p>90 minutes Music</p> <p>45 minutes with a combination lesson of Language Arts, Music and Art resulting in performance with maracas to music and story.</p>
<p>Assessment used to measure objective(s)</p> <p>Creating a maraca</p> <p>Student participation of dance and music performance using maracas.</p>
<p>Ideas for coordinating with other subject areas</p> <p>Math, Music, Language Arts, Physical Education, History</p>